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A GUIDE FOR TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED.

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FARGO PUBLIC SCHOOLS, N.DAK.

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THE HISTORY OF SPECIAL INSTRUCTION FOR MENTALLY HANDICAPPED CHILDREN IN FARGO IS FOLLOWED BY A DEFINITION OF THE EDUCABLE MENTALLY HANDICAPPED. A DESCRIPTION OF THE ADMINISTRATION PROCEDURES COVERS SCREENING, EVALUATION, AND PLACEMENT PROCEDURES, TYPES OF TESTS USED, CLASS SIZE AND ORGANIZATION, AND AIMS AND OBJECTIVES OF THE PROGRAM. SUBJECT AREAS INCLUDED ARE--LANGUAGE ARTS, ARITHMETIC, SOCIAL STUDIES, VOCATIONS, HEALTH AND SAFETY. FOR EACH CURRICULUM AREA, ACHIEVEMENT CAPABILITIES ARE OUTLINED FOR PRIMARY, INTERMEDIATE, JUNIOR HIGH, AND SENIOR HIGH LEVELS. A BIBLIOGRAPHY OF SEVEN ITEMS AND A DIRECTORY OF THE SPECIAL EDUCATION DEPARTMENT OF FARGO PUBLIC SCHOOLS ARE ALSO INCLUDED. (JA)

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A GUIDE FOR TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED

FARGO PUBLIC SCHOOLS
Fargo, North Dakota
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

For some time there has been a feeling that it would be helpful to have a guide for teachers of mentally handicapped pupils in the Fargo Public Schools. In the past, special teachers were assigned to such classes to do whatever they could with these pupils but no coordinated plan had been developed which outlined the curriculum that might be anticipated.

As long as the classes were mainly in the elementary school, the need for a curriculum guide was not as great, but with the prospect of four levels (primary, intermediate, junior high and senior high), it now has become essential that coordinated planning become a reality. The guide that follows has been prepared by Mr. Elwood Stordahl, Mrs. Charlotte Mower and Mr. Dean Erickson under the direction of Dr. John L. Yourd, Director of Curriculum and Mr. Alvin Hella, Director of Pupil Personnel.

The committee that put this material together does not consider it a final product. Indeed, interested staff members are invited to use it and make suggestions for its improvement. The terms "educable mentally retarded" and "educable mentally handicapped" are used interchangeably in this guide.

HISTORY OF SPECIAL INSTRUCTION FOR MENTALLY HANDICAPPED CHILDREN IN THE FARGO PUBLIC SCHOOLS

The beginning of special education in the Fargo Public School system can be set definitely as of April 7, 1926 for on that date the Fargo Board of Education discussed the possibility of setting up two special rooms for educable mentally handicapped children. They wanted a special room on each side of town. A committee was appointed to study the need and to make recommendations. A month later on May 6 the Board decided to establish the two special rooms the following fall. One room was to be placed at the old Washington School (where the YM-YW building now stands); the other at Woodrow Wilson. September, 1926 saw the official opening of these two first special education rooms.

In the fall of 1927 two more special education rooms were opened, one at Horace Mann School and the other at Jefferson School.

The screening of the children who were put into these rooms was apparently not very thorough. Children ranging in age from eight to sixteen were put together and the groups were composed of behavior problems, the highly rejected, and the mentally retarded. There was no adequate screening mainly because no very general concept of what constituted good screening methods existed in the minds of educators at that time. Furthermore, a stigma was attached to the rooms, the children in them, and, to a certain extent, to the special education teachers themselves.

For several years a controversy raged over what special rooms ought to be called. At first they were "Rooms for the Subnormal". This title soon became unacceptable to parents and students and proved inappropriate. Eventually such a classroom became known simply by the name of the teacher

who taught it.

By 1930 when retrenchments forced upon the schools by the great depression began to appear, the special rooms for the educable mentally retarded began to disappear. The Washington special room was the first to go, and gradually all of the special rooms in the Fargo Public School system were discontinued. No doubt this retrenchment came about partly because of economic factors, but it may also have been caused by a lack of understanding of the need for special education for the educable mentally handicapped child.

Special education began to re-emerge in 1947 when Edna Koehn was hired to teach a class at the Woodrow Wilson School. This class was simply known as "Miss Koehn's Room". From that beginning-again, the special education program for the educable mentally handicapped gradually grew to its present status of 7 elementary special rooms, 2 junior high special rooms, and 1 senior high special room.

WHO ARE THE EDUCABLE MENTALLY HANDICAPPED CHILDREN?

In general, the term "mentally handicapped" is used to describe children with measurable intelligent quotients of 50 to 80 on individually administered intelligence tests. Approximately 2 percent (2400) of the school children in North Dakota are included in this group. Without special classes many of these children would merely sit through school and await social promotion. Interest in school has been lost because they have failed at every turn in the regular classroom.

But -

1. Surveys show that these children can learn to read up to their mental age.
2. Most of them have ability to learn to do practical number work if it is presented in a way they can learn.
3. Most of them can be useful contributing citizens in their local communities. They are not children who should be institutionalized as mentally deficient. They are educable.
4. Generally they do not develop unacceptable behavior patterns if they are given an opportunity to succeed in school and make satisfying social adjustments.

ADMINISTRATION OF THE PROGRAM

RECOMMENDED SCREENING EVALUATION AND PLACEMENT PROCEDURES

The usual procedure of identifying the child in school is through a principal's or teacher's referral based on the child's failure to make normal progress plus low test performance on group intelligence tests, and low test scores on group achievement tests.

Following the referral, the visiting counselor evaluates the child by means of a case study, and the results he obtains on psychological, educational achievement, and personality tests.

When the results of the tests have been obtained a conference is called to determine the placement of the child involved. At this initial conference, the following personnel should be in attendance:

1. The teacher of the child.
2. The principal of the building in which the child is attending school.
3. The special class teacher to whom the child is likely to go if found eligible.
4. The visiting counselor.
5. The principal of the building in which the special class is located.

Once it has been decided to place a child in the special education program a second conference is held. This second conference is attended by:

1. The parents of the child involved.
2. The visiting counselor.

3. The principal of the building in which the child is attending school.

4. The teacher of the child.

At this second--final--conference the visiting counselor explains the decision concerning the placement of the child; answers questions concerning the Fargo Public School special education program for educable mentally handicapped; and aids the parents toward adjusting to the placement of the child.

TESTS USED

Group Intelligence Tests

1. Otis Quick-Scoring Mental Ability
2. California Tests of Mental Maturity
3. Kuhlmann-Anderson Intelligence Tests
4. Hinman-Nelson Tests
5. Large-Thorndike

Individual Intelligence Tests

1. Revised Stanford-Binet Intelligence Scale
2. Wechsler-Bellevue WISC

Achievement

1. Metropolitan Achievement Tests
2. Stanford Achievement Tests
3. Gates Primary Reading Tests

Personality and Social Maturity Tests

1. Rorschack Test
2. California Personality Test
3. Vineland Social Maturity Scale

Other Tests

1. Tests of primary ability
2. Readiness tests
3. Vision and hearing tests
4. Motor ability tests

CLASS SIZE, TYPE AND ORGANIZATION

The minimum enrollment for a classroom for educable mentally handicapped children is six and the maximum is fifteen children. An age range of two years is ideal, but a four year range may be very satisfactory. The children should receive daily academic instruction in the class, which follows the regular school schedule primarily. If possible, the children should take part in some regular classroom activities with other children in their age groups. These might include art, music, physical education and assembly programs. This helps children to maintain contacts with others of their own age. Many retarded children do as well as children in regular class in non-academic activities. An attitude of acceptance on the part of the regular classroom teacher will be necessary to set the tone for integration of the handicapped child in his or her class.

At this writing the program in this guide for the educable mentally handicapped children in the Fargo Public School system includes plans for the four principal levels: Primary classrooms for children aged 6 to 9; Intermediate classrooms for children aged 9 to 13; Junior High classrooms (boys and girls in separate classes) for children aged 13 to 16; and a Senior High classroom for children 16 and up.

Since the Fargo Public School special education program for educable mentally handicapped children is not a remedial program as such, each of

the special education room divisions strives to make possible a step toward the ultimate goal of responsible citizenship and economic independence for the educable mentally handicapped child.

The principal divisions are:

1. The Primary Class: This class develops the child's social and mental abilities and provides readiness and beginning academic activities

2. The Intermediate Class: This class emphasizes the learning of tool subjects and experiences related to various areas of living.

3. The Junior High Class: This class emphasizes experiences in the areas of living and some pre-vocational orientation.

4. The Senior High Class: This class emphasizes social and occupational adjustment in the community. It is a work-study class.

In the next section the objectives for these four divisions will be indicated more specifically.

AIMS AND OBJECTIVES

The goals of education as stated by the "Policies for Education in American Democracy", National Education Association of the United States, Washington, D.C., 1946 are intended for the educable mentally retarded children as well as for normal children.

These goals are:

1. Objectives of self-realization.
2. Objectives of human relationship.
3. Objectives of economic efficiency.
4. Objectives of civic responsibility.

The Primary Special Education Class

The primary class for mentally handicapped children is designed to educate children of ages six to nine, whose mental level is six or below, and who are unable to cope with the curriculum of the first or second grade.

The purposes of such a class are:

1. To establish, or re-establish the confidence of the child in his own abilities.
2. To develop habits of health and safety.
3. To provide parent education so that parents will accept the limitations of the child in academic achievement and will accept the limitations of the child in academic achievement and will accept the child for his own worthwhileness.
4. To emphasize the importance of social adjustment and to achieve a degree of social competence.
5. To develop language ability because this is one of their major needs.
6. To develop quantitative concepts at the pre-arithmetic and arithmetic level.
7. To develop better thinking ability through special guidance.
8. To develop visual perception abilities as a preparation for reading readiness.
9. To develop reading skills in those children ready to read.
10. To develop more adequate speech.
11. To develop habits and attitudes of work which will permit them to obtain maximum benefit from group participation in the classroom.

The Intermediate Class in the Special Education Program

The range of ages in the intermediate special class is between about 9 to 13 years. At 9 years of age most mentally handicapped children are at the beginning stages of reading and arithmetic. By the time they reach 13 years of age, they may well be doing second to fifth grade work.

Two major areas are stressed at the intermediate level. These are the development of skills in the tool subjects and experience in various areas of living. The inclusion of the tool subjects makes the curriculum of this class more closely resemble that of the elementary school grades than does the curriculum of the other special classes. Academic fundamentals must be learned at this time to be available for use by the child when he begins the study of homebuilding, occupations, societal relations, and physical and mental health at the pre-vocational level.

The Junior High Special Education Class

The junior high classes for the mentally handicapped children should be designed for children whose chronological ages range from approximately 13 to 16 years.

The purpose of these classes should be:

A. To emphasize experiences in the areas of living and should include:
   1. Home and Family Living Area
   2. Health (Physical and Mental)
   3. Democratic Group Living Area
   4. Vocational Area

B. To teach basic reading, related language arts and arithmetic skills during designated periods in the school day.

The Senior High Special Education Program

This high school special education class is located in the senior high school and is designed for children aged 16 and up. A work-study program is basic to this plan.

Objectives

1. Providing situations for emphasizing the duties of a good worker.
2. Imparting knowledge of the qualities of a good worker.
3. Providing first hand actual knowledge of and experience with the execution of duties.
4. Giving pupils an incentive for thinking about and preparing for work.
5. Assisting the pupils by direct and personal experience to test their aptitudes for various types of employment.
6. Enabling the pupils to adjust themselves to the requirements and conditions of an occupation by gradual and easy transition from academic pursuits and modes of life.
7. Having the pupils realize that there are opportunities for advancement in our democratic way of life.

Basic Learnings

1. Trying to have the student become aware of himself as an individual who soon will seek employment.
2. Providing situations for emphasizing good character traits.
3. Studying the qualifications of a good worker.
4. Determining, in so far as possible, which jobs he might be qualified to hold.
5. Learning the mechanics for obtaining a social security number.

6. Filling out of various types of application blanks.
7. Understanding of the wage and hour setup.
8. Studying employee-employer relationships.
9. Studying employee-employee relationships.
10. Studying employee-customer relationships.
11. Studying of jobs with attention to need for reading and arithmetic required in each.
12. Providing activities for training in specific jobs and their related counterparts.
13. Placing the student on a job for actual experience.
14. Having workers give reports of their jobs.
15. Keeping progress charts as to whether or not the work has benefited them.

THE CURRICULAR PROGRAM

Identification, placement, and organization of mentally handicapped students into classes brings these groups into existence. Goals point the direction, yet it's the day to day school experience that creates a program.

On the pages that follow attempts have been made to indicate what should be done in each of the four levels in Language Arts, Arithmetic, Social Studies and social living, vocations, health and safety. After an introductory statement about each, specific expectancies have been indicated.

The term "expectancies", as used in this guide, can be defined as what is hoped for under optimum conditions. Consequently, the "expectancies" <u>should not be considered as minimum accomplishments</u> for each level nor should they be considered a maximum either. They are not designed for this purpose but instead, to help teachers at the various levels as they plan the experiences for the children in their care.

LANGUAGE ARTS

The goals for the educable mentally handicapped child in language development are:

1. To improve each child's understanding of written and spoken language.
2. To develop for the child an adequate speaking vocabulary.
3. To help him express himself clearly and in a logical fashion.

Language is a means of communication between people. It includes skills in reading for information and appreciation, writing, speaking and listening. Facility in each of these forms of communication is needed in many life situations.

Mentally retarded pupils generally have great difficulty in acquiring a high level of competence in these areas even when provided with the best of instruction. In spite of this, the educational goals must include development of these means of communication commensurate with each pupil's ability.

Language Arts in the Special Education Program

Reading

Regardless of the reading achievement level of the educable mentally handicapped child, it should be the teacher's objective to develop his reading skills to the utmost. Toward this end, the reading program should be realistic; it should provide the child with a conceptually based sight vocabulary; it should equip the child with a system for an independent attack on new words; and it should be so planned as to provide a comfortable and successful sequence of experiences leading to the application of reading skills in both leisure time and functional situations.

Handwriting

Handwriting is the process of putting words on paper for the purpose of conveying meaning to oneself or others. Legibility of writing rather than speed should receive primary emphasis in the teaching program for mentally handicapped pupils since they will be faced with few circumstances where speed would be necessary.

Written Expression

Written expression involves ideas to be communicated, a large enough vocabulary to express these ideas, and ability to use simple rules of grammar and composition. Because of the complexity of the art of writing, it is not very probable that many retarded pupils will progress much beyond the most fundamental skills. Teachers will do well to concentrate only on the most elementary written expression based on the pupil's needs, abilities, and interests. Simple sentence structure, basic grammatical forms, and elementary punctuation should be emphasized. Proper methods of writing letters, notes, invitations, and filling in employment blanks should be taught since these forms of written expression will constitute most of the mentally handicapped daily needs for written expression.

Spelling

Spelling is needed for written communication. The need of the mentally handicapped child in spelling is to learn the words he is using in everyday life, or those he will need in adult life. A relatively small number of basic words -- between two and three hundred -- comprise approximately 50 per cent of all written communication. Every child should learn how to spell these words. Beyond this, much of spelling instruction becomes a problem of determining individual needs.

Listening

Auditory discrimination is necessary for the development of good speech

and in learning to read. Discrimination involves the ability to recognize when 2 or more things are alike or different. An individual must be able to discriminate between sounds and words in order to recognize them, give them proper meaning, and reproduce them accurately. Since most early reading experiences are oral ones, auditory discrimination becomes a very important aspect of the development of that skill. It can be developed through the employment of numerous activities not directly related to or dependent upon the reading process--rhymes, discerning the direction of a sound and recognition of the origin of a sound.

Primary Special Education Class

Reading Expectancies

Reads from first to third grade level.

Reads the letters of the alphabet.

Reads signs and labels to take care of own needs such as men, women, boys and girls, poison, N. W., etc.

Reads simple work sheets and follows written instructions.

Uses knowledge of consonant sounds in recognizing words.

Uses knowledge of vowel sounds in recognizing words.

Uses context in recognizing words.

Comprehends reading material used for reading instruction.

Materials needed for the teaching of reading to the primary group.

Basic reading materials selected for Fargo Public Schools from readiness to level 3.

Many supplementary texts on these same levels as some children will need to reinforce their learning with a variety of readers on the same level.

Chart paper for writing experience charts.

Magic markers for the same.

Library books--ranging from simple picture books to third grade.

Picture dictionaries

Set of Little Golden Encyclopedias

Word cards

Phonic games, phonic charts and related materials.

Workbooks to go with basic texts.

Oral Communication Expectancies

Speak loudly enough without shouting.

Shares experiences with peer group.

Speaks in complete sentences.

Talks over the telephone.

Written Communication Expectancies

Develops gross motor control.

Writes own name.

Copies complete sentences.

Copies headings, dates on paper.

Begins sentences with capital letters.

Ends sentences with punctuation--period and question mark.

Listening Expectancies

Develops good listening habits.

Listens carefully for instructions.

Enjoys records.

Knows the sound of the community such as trucks, trains, and automobiles.

Should know emergency sounds such as siren and horn.

Distinguishes and associates rhyming words.

Intermediate Special Education Class

Reading Expectancies

Reads from second to fifth grade level (perhaps).

Reads cursive writing and printed material.

Knows how to use a dictionary and alphabetical list such as a phone book, etc.

Reads common signs such as traffic, school, keep off the grass, danger, exit, walk, wait, stop, etc.

Reads notices on bulletin boards.

Reads names of towns and states.

Uses phonetic and other word recognition skills in the attack on words when necessary.

Comprehends reading materials used for reading instruction.

Reads newspaper advertisements, weather reports, news, help wanted, cartoons, and sports.

Learns to read road maps.

Materials needed for the teaching of reading to the intermediate group.

Basic reading texts (second to fifth grade perhaps).

Workbooks for these texts.

Many supplementary textbooks at these same levels.

Dictionaries--Beginning and Junior

Set of Little Golden Encyclopedias

Materials for teaching word recognition.

Old telephone books

Old catalogues

Library books on all subjects (second to fifth grade levels, perhaps).

Newspaper or Weekly Reader.

Library cards--teacher should encourage children to go to the bookmobile--as many will go to bookmobile who will not go downtown to the library.

Oral Communication Expectancies	Shares experiences with others in understandable speech.
	Uses complete thoughts in expressing himself.
	Makes introductions with ease.
	Makes announcements to the class.
	Knows how to ask for directions and help.
	Knows how to give simple directions.
	Uses a telephone. Can answer properly, take and give messages, make emergency calls.
	Conducts and participates in club meetings.
	Accepts and gives criticisms on speaking.
	Speaks in turn.
Written Communication Expectancies	Writes legibly in cursive writing.
	Uses proper--if simple--punctuation.
	Writes friendly notes and addresses them correctly for U.S. mail.
	Keeps simple notes for meetings.
	Writes date two ways (January 1, 1964 or 1-1-64).
	Uses abbreviations found in their experiences such as Mr., Dr., St., Mrs., Blvd.
	Writes lists in alphabetical order.
	Writes phone number, address, age, birth dates.
	Has a usable written vocabulary.
Listening Expectancies	Listens and follows directions.
	Listens and waits for turn to speak.
	Listens to several kinds of music.
	Has developed auditory discrimination.

Junior High Special Education Class

Reading Expectancies	Shows some interest in reading for pleasure.
	Has developed a crucial vocabulary.
	Understands what he reads with the help of context and picture clues.
Oral Communication Expectancies	Can converse acceptably.
	Speaks before his peers with ease.
	Speaks pleasantly, courteously and clearly.
	Limits length of phone calls.
	Can make and complete a long distance call.
	Knows simple procedures of meetings.
Written Communication Expectancies	Writes a good simple sentence.
	Writes a complete paragraph.
	Fills out job application forms.
	Small muscle movements developed and have established a clear legible hand.
	Knows how to write letters.
	Knows how to order by mail.
Listening Expectancies	Is courteous listener.
	Has developed an interest in music for listening.
	Listens to and carries out more complicated instructions.
	Identifies himself and enjoys a story--movie, TV, book on his level, painting, music and poems.
	Shows selectivity in entertainment such as TV, records, and movies.

Secondary Special Education Class

Very few new skills are introduced at this level, but rather it is a reinforcement program for the skills already taught.

Reading Expectancies	Should be able to read and understand crucial material pertaining to bills and statements.
	Should be able to read and understand simple sales contracts.
	Should be able to use simple reference materials.
Oral Communication Expectancies	Should be able to order by telephone.
Written Communication Expectancies	Writes acceptable expressions of ideas, desires, and needs.

ARITHMETIC

The mentally handicapped child should be taught basic arithmetical facts and processes as well as how to apply them properly in practical everyday situations. A realistic program for these pupils in arithmetic will contain only those aspects which are within the level of their comprehension and the scope of their needs. Such a program will involve the use of many meaningful concrete and semi-concrete experiences.

Arithmetic for mentally retarded pupils may be broadly classified into three catagories:

1. Computational skills
2. Arithmetic understandings
3. The use of numbers with meaning in everyday living

Primary Special Education Class

Arithmetic Facts And Processes	Can count to 100.
	Understands number symbols to 100.
	Can write number symbols to 100.
	Knows what number comes before and after given number.
	Understands addition and subtraction to 10.
	Understands ordinals 1st to 10th.
Money	Can recognize coins up to a dollar.
	Begins to know value of coins to a dollar.
	Understands that parents get paid for the jobs they do.
	Recognizes the ¢ and $ signs.
	Knows that 5 pennies make a nickel, 2 nickels make a dime, and 2 quarters make a half dollar.

Time	Knows how to tell time by hour and half hour.
	Begins to understand calendars, days, months, and years.
	Begins to understand summer, winter, spring, and fall.
	Understands morning and afternoon; a.m. and p.m.
Measure	Can identify pint, quart and gallon.
	Understands cup and half cup.
	Knows what a scale is.
	Understands what an inch, foot, yard are
	Understands dozen and $\frac{1}{2}$ dozen.
	Can read the weather thermometer.

Materials needed for the teaching of arithmetic in the primary room.

Basic workbooks for readiness, 1st, 2nd grade.

Basic texts for 3rd grade.

Counting frames, pegs, flannel board with arithmetic symbols and numbers.

Clocks--old battered ones will do.

Individual abacuses--can be made from coat hangers using wooden beads.

Scales--borrow from nurses' office.

Measuring cups; yardstick; ruler; pint, quart, gallon containers--milk companies will supply if asked.

Money--<u>real</u> money; teacher can provide (if not too long before pay day).

Intermediate Special Education Class

Arithmetic Facts And Processes	Can write and count by 1's, 2's, 5's and 10's to 100.
	Can do addition with carrying.

Arithmetic Facts And Processes (cont)	Can do subtraction with borrowing.
	Can use zero as a place number in subtraction.
	Can multiply using carrying.
	Can divide using borrowing.
	Knows the multiplication tables to 10.
	Understands arithmetic vocabulary such as total, sum, difference, many, less, etc.
	Understands what $\frac{1}{2}$, 1/3, $\frac{1}{4}$ mean.
	Can use zero as a place holder in division.
Money	Can name and distinguish coins and bills through $5.00.
	Can work problems involving money.
	Can use correctly money symbols in written form.
	Can make change up to and including $1.00.
Time	Can tell time by hour, half hour, and minutes.
	Understands meaning of punctuality.
	Can read and interpret the calendar--days, weeks, and years.
Measurements	Can use ruler and yardstick to measure distances up to and including a yard.
	Can measure distances in his environment in terms of blocks.
	Can use standard measuring cups, teaspoons, tablespoons, pints, quarts, and gallons.
	Understands the meaning of pounds and half pounds, dozens and half dozens.
	Can read ordinary scales correctly.
	Knows and can use the common thermometer.

Materials needed for the teaching of arithmetic in the intermediate special education class

Basic texts ranging from 2nd grade workbooks to 5th grade hardback text.

Individual abacuses with 2 rows of 10; these can be made out of coat hangers and beads.

Clocks--old wrist watches; old alarm clocks.

Old catalogues--to be used in arithmetic problems involving buying.

Newspapers--arithmetic problems involving groceries.

Real money--to be provided by teacher, if solvent.

Measuring cups, spoons, pints, quart, gallon milk cartons.

Apples--to cut to demonstrate fractional parts.

Flash cards for drill.

Rulers, yardsticks.

Junior High School Special Education Class

Arithmetic Facts And Processes

Reinforcing drills and activities of skills developed at previous levels, concepts developed should be used in functional problems, and relating to individual's environment.

Money

Makes and counts own change.

Understands pay check deductions such as withholding taxes, social security, etc.

Understands coins and bills up to $20 bill.

Knows how to set up a budget.

Knows how to live within a reasonable budget.

Realizes benefits of thrifty buying.

Becomes wary of consumer advertising, especially false and tricky ads.

Money (cont)	Knows the importance of paying bills when due.
	Knows how to buy by the dozen, case, carton, etc.
	Knows how to open a checking account and how to write checks.
	Knows how to keep track of checking accounts.
	Knows how to open a savings account.
	Knows how to make bank deposits.
	Understands what borrowing from a bank means.
	Understands what credit is.
Time	Understands the importance of being punctual for work and other engagements.
	Becomes aware of how time, work and wages are related.
	Learns how to plan a schedule--daily, weekly, and monthly.
	Knows how to set clock.
	Knows how time is applied to cooking purposes.
Measurement	Knows and figures inches, feet, yards, etc.
	Acquires distance concepts of common terms such as block, mile, etc.
	Recognizes and is able to use pints, quarts, and gallons; teaspoon, tablespoon, cup and their most commonly used fractions.
	Knows how to use ruler, yardstick, tape measure, etc.
	Orients and uses road maps.

Senior High Special Education Class

Arithmetic Facts and Processes	Very few new arithmetic skills are developed at this level, but rather, it is a reinforcement program of skills already learned as they apply to problems of daily living of the individual.

Money	Knows how and when to use installment buying.
	Becomes familiar with the cost of utilities and rent.
	Learns guidelines on how to evaluate sales and bargains.
	Recognizes the value of upkeep and repair.
	Knows the cost of various licenses.
	Knows the types and comparative cost of various types of insurance.
	Can keep accurate records.
	Knows how to get and keep a good credit rating.
Time	Understands how time is used in computing amount of pay.
Measurement	Knows measurements as they apply to clothing.
	Gains concept of distance in mileage.
	Knows measurement as it applies to height, weight, and width of an object.

SOCIAL STUDIES AND SOCIAL LIVING

The part of the school curriculum which emphasizes the child's understanding of his social world and his place in it, generally includes two areas often taught together--the social studies and the social living programs. This combination approach is particularly appropriate for educable mentally handicapped children since it offers opportunity to give the child a working knowledge of his social world and how he fits into the scheme of things.

The instruction in this area should be both direct and indirect. The indirect instruction will grow out of natural daily living experiences in the classroom and the school. This will give the child practice in understanding social situations that help to make him acceptable in group living.

The direct instruction will come through units or problems relative to home, neighborhood and community relationships and, or, units or problems on history and government of the state and nation. The emphasis will be always on helping the child grow into a cooperating citizen.

Primary Special Education Class

Self	Knows and can tell his full name.
	Knows and can tell his house number, and the name of the street on which he lives.
	Knows and can tell his telephone number.
In The School	Recognizes and accepts the authority of the teacher, the principal, the custodian, and other teachers.
	Knows and can tell the names of his classmates.
	Knows how and why we wait our turn at the drinking fountain, leaving and entering the classroom, boarding and leaving the bus.

In The School (cont)	Shares toys and materials.
	Knows appropriate behavior in the classroom, in the halls, on the playground, in the lunchroom, and on the bus.
	Can use simple good manners at the table.
	Accepts his responsibilities as a participating member of the class.
In The Home	Knows location of home with respect to street and number.
	Develops self care activities in the home such as personal cleanliness, care of clothing, proper use of eating utensils.
	Knows rules of cooperation such as in conversation, family parties and use of telephone.
In The Neighborhood	Knows location of home in relation to neighborhood.
	Knows location of grocery store, drug store, movie and recreational activities.
In The Community	Knows the location of home with respect to community.
	Knows the following community helpers and how they help us -- policeman, fireman, milkman, doctor, postman, and bus driver.
	Knows what to do if lost.
	Knows how to respect the property of others.
	Knows proper behavior in a bus, in the library, at a movie, etc.

The Intermediate Special Education Class

Self	Develops behavior which leads to good interpersonal relationships.
	Develops feelings of self-worth.
In The School	Knows how to be a cooperative member of the group.
	Understands and practices punctuality.

In The School (cont)	Understands how school experiences prepare boys and girls for everyday living.
	Knows the importance of good health and grooming.
	Observes courtesy and good manners.
	Knows who the important people in the school are.
In The Home	Knows how to meet and greet friends and neighbors in a socially accepted manner.
	Knows how to meet strangers with acceptable caution.
	Knows how to use the telephone with socially accepted practices and courtesies.
	Realizes the importance of taking pride in the home surroundings.
	Knows how to use good table manners.
	Realizes the importance of the family and the responsibility of the individual to the family.
	Knows the importance of regularity and systematic procedure in home life.
In The Neighborhood	Knows the location of the nearest fire alarm and the nearest police station.
	Knows the location of the principal stores.
	Knows the location of the nearest bus stop.
In The Development Of Our Country	Knows about Washington, Lincoln and Columbus.
	Knows that many states make up our country.
	Knows why we vote.
	Knows that a mayor, governor, and president are our leaders.

The Junior High Pre-Vocational Special Education Class

Self	Practices everyday courtesies in helping establish good interpersonal relationships.
	Knows and applies appropriate behavior as demanded by social situations.

In The School	Practices good grooming and appearance as aids in establishing relationships with others.
	Practices good health and knows how to contribute to a pleasing appearance.
	Knows and practices good posture.
	Knows how to select and wear appropriate clothing.
	Participates in school activities.
	Knows basic steps in social dancing.
	Develops satisfactory heterosexual relationships.
	Can share responsibility in a class project.
	Knows the roles of the members of a group such as a leader and the members.
	Recognizes and appreciates the contributions of classmates.
In The Home	Practices pleasant and courteous manners towards family members.
	Develops an understanding toward his position in and contribution toward the family.
	Knows the role of mother in respect to housekeeping and child care.
	Knows the role of father as a wage-earner.
	Knows the role of the parents in wise budgeting of money, discipline of children and as members of the community.
	Participates in organizing recreational activities.
In The Neighborhood	Knows how to choose companions wisely.
	Knows and practices correct dating procedure.
	Knows how to select suitable entertainment outside the home.
	Is capable of self-entertainment.

In The Community

Participates in leisure time sports and activities.

Knows and practices correct etiquette in the following situations:

Restaurants
Theatres
Public vehicles
Parties
On the street
Church
On the job
As a customer
As a guest or host

Develops respect for persons in authority such as policemen, firemen, or other community leaders.

The Senior High School Special Education Class

Self

Realizes and accepts his limitations.

Feels secure in knowing that he is competent in the basic social graces.

Shows courtesies toward fellow workers and persons in authority in working situations.

Able to choose and keep worthwhile friends.

In The School

Knows and practices honesty, truthfulness, and tolerance.

Knows how to dress properly and attractively for various occasions.

Has a wholesome attitude towards the opposite sex.

Knows how to maintain worthy moral standards.

Develops ability to adapt to new situations.

Knows and understands the role of sharing in maintaining good relationships with fellow employees.

Knows the characteristics of good leadership and good fellowship.

In The School (cont)	Knows the relationship between the leader (authority) in occupational groups and the worker.
	Knows and understands the reasons for organizations, committees, and other groups.
	Knows how membership in the occupational group is maintained.
In The Home	Performs acceptably and inconspicuously in the family recreational activities.
	Understands the obligations of and responsibility for worthwhile family life.
In The Neighborhood	Understands obligations and benefits of neighborhood life.
	Develops habits of keeping surroundings neat, clean and attractive.
In The Community	Knows and obeys basic local and state laws.
	Knows and obeys traffic signs and regulations.
	Knows how to read and interpret maps and directions.
	Knows how to reach principal buildings and activities in the community.
	Knows agencies which provide help in family emergencies and how to get help.
	Possesses basic knowledge of the functioning of government on local, state, and federal level.
	Knows the responsibilities, duties, and rights of a citizen.
	Exercises proper care of personal and public property.

VOCATIONS

Skills involved in vocational competence are developed throughout childhood and adolescence. Therefore, a section on vocational expectancies has a place at all levels of the program for mentally handicapped children.

The Primary Special Education Class

Analysis of Occupations	Realizes that each member of the family has certain tasks to perform in the home.
	Realizes that it takes many businesses and services to make up a functioning community.
Vocationally Directed Skills	Recognizes written numbers.
	Speaks clearly and expresses complete thought.
	Recognizes and heeds signs of warning.
	Realizes that money has value.
	Distinguishes and names colors.
	Develops gross motor control.
Development Of The Individual For Occupational Placement And Job Retention	Dresses self and keeps reasonably neat.
	Takes care of own belongings.
	Carries out routine tasks.
	Obeys school rules of conduct and safety.
	Appreciates school equipment and materials.
	Shares and takes turns.
	Enters into suitable group activities.

The Intermediate Special Education Class

Analysis of Occupations	Realizes that people work at many different jobs to supply the materials and services we use.
	Realizes that different skills and knowledges are required to accomplish the great variety of jobs of the working world.

Vocationally Directed Skills	Speaks clearly and relates a series of three or four events in chronological order.
	Knows the relative value of coins.
	Writes legibly.
	Develops a finer degree of motor control.
Development Of The Individual For Occupational Placement And Job Retention	Realizes own limitations.
	Understands the difference between work and play.
	Knows and executes own responsibilities.
	Practices everyday courtesies; common courtesies.
	Realizes the need for self control.
	Develops and practices good work habits.
	Develops pride in good workmanship.
	Knows how to care for equipment and materials.
	Develops safety habits.
	Is able to be a functioning member of society; group.
	Respects the rights of others.

The Junior High School Pre-Vocational Class

Analysis Of Occupations	Understands that there are government agencies which can help the individual with training and finding an appropriate job.
	Develops a knowledge of job possibilities in the community.
Vocationally Directed Skills	Can pay for lunches and transportation.
	Speaks clearly and uses proper and discreet language.
	Develops facility in the manipulation of tools and materials.
	Develops the ability to figure wages due for various rates and time periods.
	Knows own vital satistics necessary for filling out application forms.

Development Of The Individual For Occupational Placement And Job Retention	Has realistic job aspirations.
	Assumes a share of responsibility in group situations.
	Is courteous and practices self-discipline.
	Develops and practices good work habits in all endeavors.
	Can take criticism.
	Can take directions from an authority.
	Maintains an acceptable level of workmanship.
	Tries to improve workmanship within reasonable time limits.
	Is safety conscious at all times so that proper habits are developed for future job situations.
	Is able to follow directions--more than just one step at a time.

The Senior High Special Education Class

Analysis Of Occupations	Knows of jobs that may be available in his area.
	Knows that different abilities are needed for various occupations.
	Knows how to avail onds self of services such as the state employment agency and the Vocational Rehabilitation Service.
	Knows how to search for a job (want ads, friends, etc.).
	Knows proper conduct for a personal interview.
	Knows how to fill out forms of application, social security, withholding tax information and union forms.
	Knows of fringe benefits such as hospitalization, insurance and vacations.
	Knows the function of labor unions.
	Knows current wage and hour laws.

Vocationally Directed Skills	Reads adequately for self protection and the welfare of others such as safety signs and danger warnings.
	Uses proper and discreet language in association with co-workers and supervisors.
	Converses appropriately when serving a customer.
	Budgets his money so as to meet the necessities of each day's routine.
	Uses a time clock.
Development Of The Individual For Occupational Placement And Job Retention	Is punctual and dependable.
	Is emotionally stable and demonstrates self-control.
	Can discuss and realize own potentials and limitations.
	Is neat in appearance and work habits.
	Demonstrates safety awareness.
	Can work at competitive pace.
	Cooperates with and respects supervisors and co-workers.
	Desires to improve work and self.

HEALTH

Mentally handicapped children are usually going to earn their living through their physical activity and effort. If they have not learned the importance of good health and how to maintain and promote it, or, if their motor skills have not been sufficiently developed, they will be unable to perform at an appropriate level of effectiveness. They will be unable to make their best community and economic adjustment and to contribute to the welfare of the society as they should. Many of the practices essential to good health are or can become habitual in nature. Thus, attention must be drawn to them in the pre-academic program with continuous emphasis and practice throughout the school life of the children.

The Primary Special Education Class

Personal Hygiene	Washes face, hands, and body.
	Knows the doctor and the dentist.
	Brushes teeth after each meal.
	Goes to bed when told.
Physical Hygiene	Can point to the major parts of the body, head, arms, legs, etc.
	Knows how to blow nose.
	Covers mouth when coughing or sneezing.
	Uses disposable tissue or handkerchief.
	Knows what clothes are worn in winter or summer.
	Sits erect; stands erect.
Foods And Nutrition	Knows proper eating habits.
	Recognizes the value of 3 well balanced meals.
	Can recognize common foods and tell when they are eaten--breakfast, lunch, and dinner.
	Can help wash dishes properly using soap and hot water.

Mental Hygiene	Knows that mothers have babies.
	Knows that eggs hatch chickens; other animals have babies.

The Intermediate Special Education Class

Personal Hygiene	Understands why the teeth should be brushed.
	Has developed the habits of proper brushing technique.
	Understands the importance of washing and caring for the hair.
	Understands the importance of washing hands after going to bathroom and before eating.
	Has good grooming habits such as--fingernails.
	Realizes that certain clothes must be worn for various weather conditions.
Physical Hygiene	Realizes the need for regular dental and medical appointments and examinations.
	Knows there are such things as heart, lungs, etc.
Food And Nutrition	Realizes there are certain foods a person should eat every day for good health.
	Understands the importance of cleanliness with food.
	Knows that dishes and cooking utensils must be clean before using and the proper way to wash them.
	Knows that certain foods must be kept under refrigeration.
Mental Hygiene	Seeks out teacher when faced with a problem.
	Understands that people need plenty of rest to remain healthy.
	Develops feelings of self-worth.
	Is able to accept criticism.

The Junior High Pre-Vocational Special Education Class

Personal Hygiene	Knows what a clinical thermometer is for.
	Uses body deodorant.
	Knows simple first aid rules.
	Has developed good eating habits.
Physical Hygiene	Has basic understanding of bodily functions.
Foods And Nutrition	Can plan a balanced meal.
	Can cook and bake simple recipes.
	Recognizes best quality in food.
Mental Hygiene	Understands physiological changes in own body.
	Develops proper sex attitudes.
	Has developed a good concept of his capabilities, talents, and interests.
	Displays acceptable modesty.
	Begins to develop good social relationships with others.

The Senior High School Special Education Class

Personal Hygiene	Has self discipline in maintaining a healthful routine in eating, sleeping, bathing, resting and recreation.
	Recognizes when medical attention is needed.
	Knows basic elements of child care.
	Is clean and well-groomed.
	Dresses in proper clothing for various occasions.
	Can help nurse ill persons properly--feeding, changing bed sheets, etc.
	Has good health habits in eating.
	Gets immunization shots at proper time when told to do so.

Personal Hygiene (cont)	Realizes the dangers of contagious diseases.
	Uses public drinking fountains and rest rooms in a sanitary manner.
	Knows proper trash and garbage disposal.
	Knows dangers of self medication.
Physical Hygiene	Can give essentials of illness to doctor--temperature, pains, and vomiting.
	Aware of dangers of smoking, alcohol, and drugs.
	Realizes the need for regular check-ups by doctor and dentist.
	Knows importance of pre-natal program.
Foods And Nutrition	Knows the importance of liquids in the diet.
	Can prepare a simple well-balanced, nutritiocus and appetizing meal.
Mental Hygiene	Knows who to go to for guidance and counseling.
	Develops an understanding of his own feelings.
	Continues development of good interpersonal relationships.
	Accepts his responsibilities.

SAFETY

Safety instruction for the educable mentally handicapped children should occur at all levels because the child and the adult are constantly faced with the problem of accident prevention. The economic loss to the world and to the individual himself caused by accidents is reason enough for a sound program of safety education. Thus, safety is an integrated and necessary part of the total instructional program.

The Primary Special Education Class

At Home	Learns to get person in charge when accidents occur.
	Stays in his own neighborhood.
	Understands that medicine should not be taken unless prescribed.
	Picks up his toys and keeps them in proper place.
At School	Can give his own name when asked.
	Knows the safest way to walk to school and home again.
	Understands rules for fire drill.
	Understands proper behavior on playground.
	Ability to play on playground equipment safety.
	Recognizes his own bus number.
	Knows how to report fire to person in charge.
	Obeys authority in safety directions.
In Traffic	Understands the dangers of playing in the street.
	Understands and obeys traffic signals--walk, wait, stop, etc.
In Or Around Water	Recognizes the dangers of getting too close to swimming pools, lakes, and rivers.
In The Community	Stays away from railroad tracks.

The Intermediate Special Education Class

At Home	Understands causes of most home accidents.
	Learns importance of personal orderliness.
	Does not leave toys and effects in places where they create a safety hazard.
	Knows the dangers of medicine.
	Reports fire or accident to person in authority.
	Knows the dangers of gas or other inflammables.
	Knows simple safety rules for electricity.
	Knows simple fire prevention rules.
	Knows proper way to put out a small fire.
	Understands to stay away from power tools found around the home.
At School	Has proper behavior on the playground--does not throw rocks, etc.
	Knows school fire drill evacuation routine.
	Understands simple first aid rules.
	Reports fire or accident to proper authority.
	Recognizes danger of playground equipment.
	Obeys own teacher and other teachers.
In Traffic	Takes proper care of bicycle.
	Understands bicycle signs and signals, riding rules; obeys them.
	Has respect for law and authority.
	Has bicycle license (if he owns one).
In The Community	Knows what to do when lost in town or country.
	Knows safety precautions for getting on or off vehicles.
	Understands dangers of playing on or around railroad tracks and other places of danger.

The Junior High Pre-Vocational Special Education Class

At Home	Understands that tools, appliances, furniture, etc., should be kept in repair.
	Understands that appliances must be used only for their designed purpose.
	Uses inflammable materials with care.
	Can replace an electric fuse properly.
	Understands the dangers of a power lawn mower.
	Can phone fire or police for assistance.
	Can inspect his home for fire hazards.
At School	Can react to fire drill warnings with minimum of instructions.
	Knows how to stop bleeding by pressure.
	Knows how to give assistance in case of accident--keeping crowds back, keeping injured warm, etc.
	Avoids dangers on the playground.
	Corrects possible dangers on the playground--picking up glass, etc.
	Picks up objects which may trip others.
In Traffic	Observes safety rules when crossing railroad tracks.
	Rides bicycle in proper manner.
	Recognizes dangers of driving an automobile.
	Walks toward traffic when hiking on the highway.
	Understands that an automobile must be kept in good repair.
	Maintains proper behavior in traffic.
In And Around The Water	Can float, swim, or tread water.
	Can handle row boat properly.
	Can give artificial respiration.
	Carries gun or rod properly when hunting or fishing.

In The Community	Knows about common natural hazards--poison ivy, poison oak, poisonous snakes, etc.
	Knows proper precautions for electrical storms and tornadoes.
	Can travel about safely in his community.
On The Job	Understands hazards present while on the job--moving machinery, sleepiness, etc.
	Understands need for safe and proper clothing.

The Senior High School Special Education Class

At Home	Knows how to put out small fires, especially where clothing is afire.
	Knows common first aid procedures.
	Can eliminate common accident hazards.
	Uses power tools around the home safely.
	Understands accident hazards for babies and small children.
	Knows proper care of infants.
	Understands need for insurance against accidents and disaster.
At School	Can operate certain power tools properly.
	Knows specific hazards with each type of equipment he uses.
In Traffic	Drives automobile safely, obeying traffic laws, signals, and signs.
	Can fill out forms for driver's license and accident reports.
	Keeps automobile in safe repair.
	Knows how to drive small trucks--pick-up, ½ ton, etc.
	Knows rules, regulations for driving a truck or business car.
	Knows hazards of various equipment.

In And Around The Water	Knows and can execute procedures in life saving.
In The Community	Understands proper procedures to take for oneself and others in case of natural catastrophies-blizzards, tornadoes, and floods.
	Recognizes that civil defense procedure should be followed.
On The Job	Keeps hair covered when working around machinery.
	Wears proper clothing for safety around machinery.
	Observes safety rules of plant or business.
	Knows danger signals and symbols relating to occupation.

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1964-1965

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